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Rate of learning to read words
high and low grade levels...•

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Thesis

RATE OF LEARNING TO READ WORDS OF HIGH AND LOW
GRADE LEVELS ON SELECTED VOCABULARY LISTS

Submitted by

Josephine Logan
(B.S., Kansas State Teachers College, 1936)

In partial fulfillment of the requirements
for the degree of Master of Education

1947

First reader: Dr. Donald D. Durrell, Professor of Education
Second reader: Dr. Helen A. Murphy, Assistant Professor of
Education
Third reader: Dr. Helen B. Sullivan, Professor of Education

Gift of J. Logan
School of Education
May 13, 1947
28104

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no binding.

(See following pages for details.)

education add to its afflition. It is the
misfortune to have to suffer such a loss.

VAC

admitted to suspension. Finally, it was the student's turn
to plead his case before a panel of twelve members
selected by random drawing. Only one member being

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Workeleidung

Workeleidung ist das zu Dr. Gouland Dimick vor mir auf
seinen ersten Besuch und seine Ausbildung mit seinen Freunden
und Eltern aus dem Lande. Es handelt sich um eine sehr
praktische und einfache Art von Kleidung, die leicht
zu waschen und trocknen ist und kann für den Alltag
sehr praktisch sein. Ich empfehle Ihnen daher
diese Art von Kleidung, wenn Sie nach Amerika
reisen möchten.

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The words for this vocabulary study were selected at the intermediate grade level from reading vocabulary lists. A word was classified as difficult or easy according to its frequency rating or grade placement on lists derived from children's writing vocabularies.

Therefore this study is an attempt to discover the effect of word meaning upon word recognition by showing the relative ease of learning words at the intermediate grade level.

The following research is submitted pertaining to the preceding questions. Three phases of research developed as the investigation progressed. These three phases are:

1. The need for such a study.
2. Suggestions and recommendations in relation to methods for teaching and testing in this experiment.

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2. The various tests and the principles involved in adequate measuring of vocabularies.

CHAPTER I

STATEMENT OF THE PROBLEM----RESEARCH INVESTIGATIONS

In our current vocabulary lists we find various ways of rating words as to their frequency of use and their grade placement. Varied ways have been devised for classifying words. Some are rated as to their frequency of use whether written or spoken, some are given grade ratings, while still others are selected from supplementary readers and texts used throughout our school systems.

The words for this vocabulary study were selected at the intermediate grade level from reading vocabulary lists. A word was classified as difficult or easy according to its frequency rating or grade placement on lists derived from children's writing vocabularies.

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The following research is submitted pertaining to the preceding questions. Three phases of research developed as the investigation progressed. These three phases are:

1. The need for such a study.
2. Suggestions and recommendations in relation to methods for teaching and testing in this experiment.

3. The various tests and the principles involved in the adequate measuring of vocabularies.

McKee¹ says, "In order that the child may read with meaning, most of the words included should fall within his reading vocabulary. The inclusion of too many unknown or difficult words blocks comprehension and retards interest in reading."

Many of the readers in the intermediate grades, whether basic or supplementary, are written with little if any regard to the complexity of words. The words in the readers fall within certain limits of certain word lists. Further restrictions for the words in these readers have not been set.

Seegers² states, "All types of vocabulary lists are useful, but it is important to note that they do not tell us what words children should use."

Nunn³ says, "We do not need to introduce more words into the vocabularies to be taught, but we need to refine that which is already there."

Studies have been made attempting to show ways of

¹Paul McKee, "Word Lists and Vocabulary Difficulty in Reading Matter," Elementary English Review (November, 1937), 14:241-245.

²J. Conrad Seegers, Teaching Language in the Elementary School, Forty-Third Yearbook, National Society for the Study of Education, Part II, Public School Publishing Company, Bloomington, Illinois, 1943, pp. 149-153.

³Carolyn Nunn, "Vocabulary Selection," Education (January, 1934), 54:271-4.

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selecting difficult words. One such study was by Dolch,¹ in which 70 words were given to forty sixth-grade children with instructions that they were to circle all words they knew. Those left unmarked were taken to be the ones of whose meanings they were not sure. The children were given a test over these words, and the ones they said they did not know were found to be unknown for the most part.

Babson² says,

Whether pupils are interpreting the printed page or giving expression to their own thoughts, words are the "blocks with which they build." There are more than 300,000 English words, a far greater number than in any other language. Pupils should be trained to find the best words for a specific use.

Generally speaking, children are not taught the desirability of making certain valuations in word definitions. A word is usually associated with context meaning or with the child's own experiences.

Lloy³, says,

No two words in any language mean exactly the same thing, have exactly the same connotations, convey exactly the same idea. If they did one of them would be abandoned. If both survive, then each has its separate duty to perform. To be precise in the use of words, the student must distinguish carefully between words very closely related in meaning.

¹ E. W. Dolch, "Testing Word Difficulty," Journal of Education Research (September, 1932), 26:22-7.

² E. B. Babson, "Increasing Children's Vocabulary," Journal of Education (January 7, 1929), 109:34-35.

³ Edwin Smith Lloy, Making Words Work for You, Blue Ribbon Books, Inc., New York, 1936, p. 12.

Durrell and Sullivan¹ report,

All educational writers agree that it is desirable to construct reading materials on a vocabulary that is in the main known to children. The word known, however, needs interpretation. Many words have the same printed form or, as it is usually expressed, a word has many meanings, and it is essential to know which of these meanings is suitable for each grade level. None of the word lists at the present time take this factor into account.

The Thorndike Word List² is the most extensive and most widely used word list in reading. However, this list is primarily a count on adult vocabulary. To use this list for determining the difficulty of words found in readers of the intermediate grades would result in a classification with the Thorndike thousands. Thorndike does not give grade rating to any word or make an assertion regarding the difficulty of a word in relation to the intermediate grades.

Buckingham and Dolch³ made a tabulation of words selected from the second grade through the eighth grade. The words were obtained from a written free-association test given to children from these grades.

¹ Donald D. Durrell and Helen Blair Sullivan, "Vocabulary Instruction in the Intermediate Grades," Elementary English Review (April-May, 1938), 15:138-148.

² E. L. Thorndike, A Teacher's Word Book, Revised, Teachers College, Columbia University, New York, 1932.

³ B. R. Buckingham and E. W. Dolch, A Combined Word List, Ginn and Company, Boston, 1936.

The International Kindergarten Union Vocabulary¹ is a compilation of the speaking vocabularies of pre-school children. No such vocabulary exists for the intermediate grades.

Durrell and Sullivan² remark that, "The number of words to be met by the child in any of the intermediate grades is apparently almost limitless, while his power of learning words is definitely limited to a small fraction of this total."

The Durrell-Sullivan³ reading vocabularies for grades four, five, and six were derived from word counts of books commonly used in the intermediate grades. "Seventeen books were selected from grade four, twenty from grade five, and nineteen from grade six. While the basal readers predominated, social-studies books were included because present curriculum tendencies of the social-studies work provide a large part of the reading program."

A great deal has been said about the teaching of words in relation to the methods used and the procedures followed. If there exist words that may be classified as easy and difficult, the question arises as to the procedure in teaching these words.

¹ Madeline Horn, A Study of the Vocabulary of Children Before Entering First Grade, International Kindergarten Union, Washington, D. C., 1928.

² Donald D. Durrell and Helen Blair Sullivan, "Vocabulary Instruction in the Intermediate Grades," Elementary English Review, (May, 1938), 15:115-198.

³ Donald D. Durrell, Improvement of Basic Reading Abilities, World Book Company, Yonkers-on-the-Hudson, New York, 1940, p. 355.

Should a word with a higher-grade rating be given the same treatment in methods and presentation as a word with lower-grade rating? Should a word that falls within a greater frequency use, regardless of the origin of the list, be treated with the same teaching procedure as one falling within a lower frequency list.

Baker¹ says,

In teaching children to read, the teacher must recognize the need for developing versatility in the use of common words. In the field of semantics, the metaphor is an example of versatility. It is this multiple meaning of words that aids comprehension and enriches reading activities. Definite attention must be given to the multiple meaning of the common words.

Riemer² reports,

Words, as is well known, have literature meanings, so to speak, as well as dictionary meanings, the one often quite different from the other. Words have one meaning, it may be said, when used in prose, another richer, somewhat more suggestive meaning, when used in poetry. There are so-called exact or real meanings, to words, and meanings which are associated or connected with them due to usage, age, or context. Such meaning the dictionary rarely gives.

Seegers³ reports,

When it seems economical do not hesitate to teach

¹Norma Baker, "Confusion in Word Recognition," Elementary School Journal (June, 1945), 45:575-577.

²G. C. L. Riemer, "Power Over Words," The Elementary English Review (May, 1934), 11:123.

³J. Conrad Seegers, op. cit., p. 152.

oche odd naving ad unidet stowg-wetiglin a nafw braw a blawd
-newol nafw braw a ce maleduonwip hna shodden ni dymwym
-odd roddeng a nifly effl ddu a blawd. Tafftir olen
boread ni dail odd lo nifly odd lo seblengen, ova ton-dy
n afiate gallif ova as ethwyr ymlied ova a dyl
, dyl lloesupari newol

llywes "twysa

jeun nafnodd odd , bair et novilid galloes odd
odd ni gyllidewb grifolwch odd weet odd galloes
odd , galloes to blei odd ni , abiot nofyn ni eau
sifl odd gyllidewb le glanwne si tanegom
bar nofynlwm ova tafit abio to galloes elidion
jeun nofynellu galloes , galloes galloes
gallow nofyn odd to galloes elidion odd od devig od

, adrodes "twysa"

gwynedd yngredid odd , nwyd ffori a si , abiot
ono odd , galloes tracianib a llaw es , llys o ddy
ono odd elidion , weddo odd wort metellin elidion nafio
nwyd , smotrh ni hawl naer , llys o ddy elidion
ni hawl naer , galloes galloes erth galloes , galloes
, galloes llof to draws galloes ova efodd , galloes
, llof to beddyses ova doldw galloes hna , llof o
hawl , llof o , llof , llof o ova hawl odd hawl
, sevle clafan viapontuodd galloes

, carader "twysa"

hawl o dyledid ova ab fabiencose amon ti nafn

yngathodyn ", colofn yngathodyn ni weladethon", ynnol serchi
Ffurfa-odd , (SGI , 1991) Lleduol Rwyd

yngathodyn odd " , yngathodyn ni weladethon", ynnol , S . W .
Ffurfa-odd , (SGI , 1991) weladethon

, SGI , q . 119 , 1991 , yngathodyn ni weladethon .

words directly. Frequently they can be taught best in phrases, sentences, or paragraphs, but at times they should be taught separately.

Babson¹ comments,

In order to gather facts from the printed page, a pupil's knowledge of words must be twofold. He must know their meanings individually and their relations to other words. Before a word is of much value to a person, it must represent to him a clearly established idea.

Cunningham² says,

Since children of the intermediate grade age level have a natural tendency to try to use new words in conversation whether they understand the meanings or not, it behooves the teacher to capitalize this interest toward the realization of objectives concerned with vocabulary expansion. The writer believes that more scholastic failures among high school and college students may be credited to meagerness of vocabulary than to low mental ability, and that these failures could have been prevented had the teacher of intermediate grades used teaching procedures that placed due emphasis upon words in their relation to content material.

Various tests are found on the market for vocabulary testing. A great many ways and methods have been used in measuring vocabularies.

Garrison³ made an attempt to find the relationship existing between different vocabulary abilities. The first test was designed to test a student's ability in choosing words that

¹E. B. Babson, op. cit., p. 35.

²R. A. Cunningham, "Vocabulary Growth in Intermediate Grades," Elementary English Review (May, 1934), 11:130-132.

³K. C. Garrison, "The Relationship Between Three Different Vocabulary Abilities," Journal of Educational Research (January, 1930), 21:43-44.

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ni jaof diuind od nio yuld glasoperi. vildomis abien
vedt nemid ir fid, adiugurut te, coordina, esetud
glaseoperes dugnus od blfoste

, estimacion "nogd"

a, oseq bedilte sdi mord etari redding od rebra ni
rein an blickev ed dava abion te eghebewen o'liqo
od sueljies riles bar. (1) obijivali zyntsem niles vori
red a o' mord dom in si hore a etorod. amow mord
bedilidene vlaop a mid od daseenger sum si non
hab

, avea "mergimmo

leraf ega obeng edelberiedni edc te memfida on-ia
non ni soren wan ear od yrs od yonemad leiden a svai
don te agulnsem od bnejeban vedt iedode nofetey
dejordni alid olliflles od redoses edc avedecod di
nisiv heursonen evidoegdo te nofesilior edt bnejeb
e on dasi novellid redose off. nofisemad yonemad
duja, o'liqo lns facies deld ymote heimlet nifelid
mord yonemad te zyntsem od nafihono ed ym zynd
hines zyndi sored duit bra, ydilid radens wof or
edelberiedni te redoses edt bnejeban need even
decisions em besaq juliq zyntsem giffenes hozit abata
. Talietau soredes od nofesilid riles ni soren nepr

zyntsemoy nich dekar edt an bnejeban em zyndi zyndi

ni hest need evst abedan has ayeu wan dant a . unifed
zelinfidosev galwanam

-ko qidemoidafel edt bnejeban zyndi ne abat "nafihono

zed zarif off . zelinfidosev zyndi ne wot edt qidem
deld abion zyndose ni ydilid o'liqo a dea od hengineh new

36 . a . 10 . 00 , needed 18 . 00

edelberiedni ni hengineh zyndosev " , merfimad . 0 . 00
zef-0111 , (0001 . 00) valver o'liqo ydilid zyndosev " , zelinfidosev

zeyteliq sored ne wot qidemoidafel edt " , nofihono . 0 . 00
dotesek leofibana te fawos " , zelinfidosev zyndosev
. 0 . 00 . 00 , (0001 . 0001)

rhymed. The second vocabulary test was one of word building. The next test was a simple sentence vocabulary test similar in nature to the Holley Sentence Vocabulary Scale.

R. A. Cunningham¹ used tests that included practice in matching words with synonymous words or phrases, recognizing antonyms, selecting from a given list the missing word belonging in blanks in a paragraph, making comparisons and choosing the words from a group that have nearly the same meaning as the particular word, selecting from a number of descriptive words the correct word for a situation described in a paragraph, building new words by using prefixes and suffixes, classifying words or phrases according to characters or topics in the reading material, supplying correct words in order to complete statements, pairing words of related meanings, pronouncing and enunciating individual lists of difficult words, listing dialect expressions found in reading and supplying the more commonly accepted English expressions, doing reference reading to locate particular terms, and at all times trying to discover meanings from context.

Research revealed that our well known vocabulary lists of today are compiled according to grade levels, or to their frequency of use. However none of this research revealed a conclusion showing a comparison or suggesting the degree of

¹R. A. Cunningham, op. cit., p. 131.

difficulty of words. Therefore, this study is an attempt to discover the effect of word meaning upon word recognition by showing the relative ease of learning words of high and low grade levels on a selected vocabulary test.

Since the problem was to find the difficulty of certain high and difficult words to preschool, first, and second grade children, through teaching and reading was used, the importance unfolded from three integrated units: those with the new word definition, meaning, and the reading of these words in each of the intermediate grades. Information and data related to the selection of the words, the four consecutive reading periods, the present, and the final test are given in this chapter. Each will be discussed in the proper context and relation.

Forty words each for grades four, five and six were selected from the Durrell-Gallagher¹ List to be used in the study. Twenty two such grade were considered easy and easily diffused. A word was easy if it had a place placement on the alphabetical list of the words in which it was to be used at its lower grade. A word was considered difficult if it had a place placement on this same list at least two grades above

¹ C. L. Durrell and R. B. Gallagher, *Spelling*, p. 100-108.

T. H. Harkness and S. M. Foote, *Spelling*, p. 105.

et d'après ce qui paraît, inclut le droit à l'indépendance et à la souveraineté
et au développement des peuples africains dans le respect des frontières
et des institutions politiques et culturelles qui leur sont propres et à l'assurance
dans les profondeurs de ces dernières de la sécurité et de l'ordre public.

CHAPTER II

PLAN AND PROCEDURE OF THE STUDY

Since the problem was to find the difficulty of certain easy and difficult words in grades four, five, and six, an experimental procedure through teaching and testing was used. The experiment unfolded from three integrated units. These units were word selection, testing, and the teaching of forty words in each of the intermediate grades. Information and data related to the selection of the words, the four controlled teaching periods, the pretest, and the final test are given in this chapter. Each unit is discussed in the order named.

Word Selection:

Forty words each for grades four, five and six were selected from the Durrell-Sullivan¹ List to be used in the study, twenty for each grade were considered easy and twenty difficult. A word was easy if it had a grade placement on the Buckingham-Dolch² List of the grade in which it was to be used or in a lower grade. A word was considered difficult if it had a grade placement on this same list at least two grades above

¹D. D. Durrell and H. B. Sullivan, op.cit., p. 138-148.

²B. R. Buckingham and E. W. Dolch, op. cit., p. 185.

that in which it was to be used. All of the words were between the tenth and thirteenth thousand on the Thorndike Word List.

The complete list for each grade with the ratings follow:

4th Grade
Words Chosen For Vocabulary Study

Durrell-Sullivan Word List: (4th Grade)

Standards: Thorndike Thousands: 10-13

Buckingham-Dolch: List one: 4th grade or below
List two: 6th grade or above

Key Sheet

I. 4th grade or below

Durrell-

Sullivan

TH

B-D

II. 6th grade or above

Durrell-

Sullivan

TH

B-D

balcony	10	4	curate	11	--
faucet	10		dilute	11	8
dent	13	2	ferocius	11	7
baste	10	3	fidget	14	--
fender	12	4	froth	11	--
lens	10	3	glutton	12	8
lice	11	2	gnash	10	--
monitor	12	3	homespun	10	8
nasty	10	3	hysterics	11	8
racket	12	4	impure	11	8
rut	13	2	jog	10	--
tab	13	2	kiln	13	--
trash	11	2	kimono	12	6
trumpeter	12	4	puppet	13	--
beacon	10	2	rinse	11	7
carnation	11		rummage	12	--
dike	12	2	spatter	10	--
doily	12		sulky	11	8
blizzard	11	4	wriggle	11	--
mackerel	11	4	boast	13	7

¹E. L. Thorndike, op. cit., p. 274.

5th Grade
Words Chosen for Vocabulary Study

Durrell-Sullivan Word List: (5th Grade)

Standards: Thorndike Thousands: 10-13

Buckingham-Dolch: List one: 6th grade or below
List two: 7th grade or above

Key Sheet

I. 6th grade or below

Durrell-
Sullivan

TH

B-D

II. 7th grade or above

Durrell-
Sullivan

TH

B-D

beacon	13	2	astride	13	--
carnation	11		bluster	10	--
dike	12	2	bumper	10	7
doily	12		char	13	--
haycock	11	3	container	12	--
lilac	10		wry	12	--
nasturtium	13		whir	11	--
noose	11	3	viand	11	--
porridge	10		gourd	10	--
pottery	11	2	gruel	10	8
roast	11	2	veranda	12	7
snip	10	3	turmoil	11	--
obtainable	10	5	hedgerow	11	--
panther	10	5	jaundice	13	--
ravine	11	5	tether	10	--
sexton	10	5	rosin	12	7
muskrat	12	5	paraffin	10	8
perspiration	11	5	pester	11	8
throttle	11	6	prim	12	8
triangular	10	6	piteous	12	--

6th Grade
Words Chosen For Vocabulary Study

Durrell-Sullivan Word List: (6th grade)

Standards: Thorndike Thousands: 10-13

Buckingham-Dolch: List one: 6th grade or below
List two: 8th grade or above

Key Sheet

I. 6th grade or below

Durrell-Sullivan	TH	B-D	II. 8th grade or above	TH	B-D
antics	10	6	accentuate	13	--
brigade	11	6	alacrity	12	--
capsize	13	6	barbecue	12	8
census	10	6	audacious	11	--
chore	13	5	bauble	10	--
corduroy	12	6	cockle	10	--
data	10	2	citadel	10	--
dormitory	12	4	gauntlet	10	8
dramatize	10	4	globule	12	8
knuckle	10	5	discordant	10	--
mackerel	11	4	exaltation	12	--
navigate	10	5	flange	12	--
pun	13	7	hexagon	11	8
quartet	13	4	gusty	10	--
sentry	12	5	kine	10	--
skein	10	5	ludicrous	10	8
squeal	13	3	niche	12	--
throttle	11	6	tension	12	8
wicker	13	5	verdant	11	--
yolk	10	3	windlass	10	--

Test Construction:

The words selected for each grade were used in constructing a vocabulary test for that grade. The test for each grade contained forty words. These forty words were divided into two categories, twenty easy words and twenty difficult words. The easy and difficult words were spaced irregularly throughout the test. Three factors were considered essential in building the tests. These were:

1. word form
2. phrase identification
3. reading level for each grade

The definitions were checked with the Thorndike Word List¹ and found to be adequately within each grade reading level to be tested. Most of the words in the phrase definitions fell within the first five thousand words of the Thorndike List.²

The test took the form of a phrase definition to be identified by a choice of one word from a group of four words that were similar in form. The word in the test to be identified was considered easy if the word underlined identified the phrase. Considerable care was given in selecting the phrase definition. Standard dictionaries were used as a source for the phrases in the vocabulary tests. In some instances, several definitions for one word were given in the source

¹E. L. Thorndike, op. cit., p. 274.

²E. L. Thorndike, op. cit., p. 274.

material. The phrase chosen for identification was the one assumed most likely to be known by the child. In order to control the error of this assumption, the other given definitions were taught during the teaching unit of the experiment.

In building the test, it was considered desirable to place the phrase first. The four words following each definition involved exact word recognition. This element in vocabulary testing is considered by the author an added difficulty in testing. By exact word recognition is meant the identification of a word in both spelling and definition. Four words similar in form were given after each definition. Three of the four words were chosen for one or more of the following reasons:

1. Some of the words were considerably alike in form and pronunciation.
2. Although the words used in each test item were similar in form and pronunciation, the correct definitions for the words in the group varied greatly.
3. Words were chosen in groups of four. These four words had the same beginning letter as the key word.
4. In many instances, the words chosen for each group had the same number of syllables. In such cases, either the prefix, or the suffix, or the root word was the same as the key word.

5. The definition for the key word was in such sharp contrast to the definitions for the other words in the group that a certain element entered into the test which added to the testing quality. If a child knew the key word, a certain secure feeling was possible, since the other possible definitions in the group varied greatly from the correct choice to be made. Research revealed no such quality as having been used previously in building a vocabulary test. An example of a test item for grade four follows.

Directions: (the same directions for each grade)

There are four words after each definition. Draw a line under the word you think best for the definition. Do not hurry, you are not being timed.

1. a doll that moves by pulling strings:

puppet purple puncture puppy

The four teaching periods followed the pretest period. Explicit directions and teaching materials were given to each teacher in each grade for her group. The materials were the same for each grade level. The prime objective for each teaching period was to control each experimental group by having the pupils experience the same teaching method and the same teaching materials. A time of twelve minutes for each teaching period was set. In this way it was possible to give as nearly as possible the same opportunity for learning the words. The following procedure and material were used for

each grade in which this experiment was developed:

1. Ten words were selected for each teaching period--the first ten words for the first teaching period, and so on. The forty words of each test were taught in the grade in which they were used as a vocabulary test.

2. Each word was presented to the group with a flash-card. As the teacher held the flashcard before the group, she pronounced the word. After a five-second exposure, the flash-card was put to one side.

3. After each word had been flashed and pronounced, the various definitions for that word were given. The definitions were read from a list prepared for the teacher. Each grade was given the definitions prepared for that grade level.

4. None of the definitions that were taught duplicated the test definition in exact wording. In each group of definitions, one definition was starred. This was the definition found in the pretest and the final test. However, the wording and phrasing of the starred definition differed from the test definition. An example follows.

1. racket:

- * noisy talk or play
- a network bat used in tennis
- a broad wooden shoe used by men or horses in walking over snow

A complete copy may be found in the appendix

5. In order to stress this particular definition, a sentence was given to illustrate the starred definition. Prepared sentences for each grade were given to each teacher. Each child at each grade level was taught the same sentence for his grade. In constructing the sentences, an attempt was made to meet the interests and maturity at each grade level. An example follows.

A school of mackerel lives in cool water.

A complete list may be found in the appendix.

6. Each word was taught one time. A period of twelve minutes was the time limit placed on each teaching period. Two teaching periods each day, one in the morning and one in the afternoon, were conducted. A total of four teaching periods was necessary to teach the forty words. The final test followed the four teaching periods. This test was an exact duplicate of the pretest. Ten days elapsed between the two tests. No time limit was placed on either testing period. The principal objective was proper word recognition and phrase identification.

Population:

Two hundred thirty-one children in grades four, five and six in a town near Boston were used in the study. Results from the California Mental Maturity Tests¹ were obtained from

¹H. A. Edgerton and D. G. Paterson, "Table of Standard Errors and Probable Errors of Percentages for Varying Numbers of Cases," Journal of Applied Psychology (September, 1926), 10:378-391.

the school records. And explanation of the population range may be seen in Table I.

Table I
Mean Mental Ages¹

Grade	No. Cases	Mean	S.D.	Population				
				Above	Below	Average	Highest	Lowest
4	58	100.59	10.59			X	120	70
5	51	123.31	15.40	X			159	91
6	57	125.30	13.70	X			156	100

The population in Grade IV was average.

The population for Grades V and VI was above average.

The range was from 70 to 159.

The results of the tests were analyzed and are presented in the next chapter.

¹H. A. Edgerton and D. G. Paterson, op. cit., pp. 378-391.

CHAPTER III

ANALYSIS OF DATA

The data were analyzed to find,

1. The increase in word recognition in both easy and difficult words at each grade level, and,
2. The comparison in amount of gain in easy and difficult words at each grade level.

Table II

Amount of Growth in Word Recognition of Difficult Words in Grade IV¹

77 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff
Pretest	43	.038	37	4.9	7.5
Final Test	80	.031			

In Grade IV, 43 percent of the difficult words were known on the pretest as compared to 80 percent on the final test, showing a difference of 37 percent.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 290.

Table III

Amount of Growth in Word Recognition of Easy Words in Grade IV¹

77 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	P.E./P.E.Diff.
Pretest	63	.037			
Final Test	85	.028	22	4.6	4.8

In Grade IV, 63 percent of the easy words were shown on the pretest as compared to 80 percent on the final test, showing a difference of 22 percent.

Table IV

Comparison of Gain in Learning Easy and Difficult Words in Grade IV²

77 Cases	%Gain	P.E.%	Diff.	P.E./Diff.	Diff./P.E. Diff.
Easy	22	.032			
Difficult	37	.037	15	4.8	3.1

In Grade IV, there was a gain of 22 percent in easy words, as compared to a 37 percent gain in difficult words, showing a difference in gain of 15 percent. The difference is statistically significant.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 290.

²Ibid., p. 289.

VI sight

used to distinguish them in regard to factors
VI affect in some

Time, sec.	Amplitude, sec.	Time	Amplitude, sec.	Time to a peak	Phase, sec.
			760.	60	second
8.4	6.3	98	680.	28	not initial

add to decide after which part to measure 60, VI affect in
a salivary gland family not the one being 60 of duration as follows
measuring 60 to consecutive

VI effect

which classified has each specimen in also to distinguish
VI affect in

Time, sec.	Amplitude, sec.	Time	Amplitude, sec.	Time to a peak	Phase, sec.
			680.	28	first
5.3	4.4	61	760.	76	initial

specimen 61 in measuring 60 to this a new effect, VI affect in
a salivary gland classified at this measuring 76 is of duration as
follows as in consecutive and measuring of the 60 in consecutive
measuring of

60s as this go measured to 60 time measuring as
60s, first

Table V

Amount of Growth in Word Recognition of Difficult Words
in Grade V¹

59 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Pretest	60	.043	20	5.6	3.5
Final Test	80	.036			

In Grade V, 60 percent of the difficult words were known on the pretest as compared to 80 percent on the final test, showing a difference of 20 percent.

Table VI

Amount of Growth in Word Recognition of Easy Words
in Grade V²

59 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Pretest	70	.040	18	4.9	3.6
Final Test	88	.029			

In Grade V, 70 percent of the easy words were known on the pretest as compared to 88 percent on the final test, showing a difference of 18 percent.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 290.

²Ibid., p. 277.

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Table VII

Comparison of Gain in Learning Easy and Difficult Words
in Grade V¹

59 Cases	% Gain	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Easy	18	.034	2	4.9	.04
Difficult	20	.036			

In Grade V, there was a gain of 18 percent in easy words, as compared to a 20 percent gain in difficult words, showing a difference of 2 percent. The difference is not statistically significant, since the difference divided by its probable error is .04.

Table VIII

Amount of Growth in Word Recognition of Difficult Words in Grade VI²

77 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Pretest	36	.037	36	5.0	7.2
Final Test	72	.035			

In Grade VI, 36 percent of the difficult words were known on the pretest as compared to 72 percent on the final test, showing a difference of 36 percent.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 276.

²Ibid., p. 279.

ITIV side A

abrow d'fisititit the wak' galvined si nisit lo nohtingob
IV obser vi

mid\wak'	mid\wak'	mid	mid	mid	mid
DO.	0.8	S		800.	81
				800.	83

abrow yas ab d'fisitit si lo ring a saw atit IV obser vi
a galvoda abrow d'fisitit si nisit d'fisitit CV a of beragnoz ne
vif'vif'sida for si vif'vif'sida a'f' d'fisitit S lo vif'vif'sida
yone q'fisitit aji vd behivh vif'vif'sida aji sonis d'fisitit
AO. a'i

IIIV side A

d'fisitit lo nohtingob brok' ut d'fisitit lo d'fisitit
IV obser vi abrow

mid\wak'	mid\wak'	mid	mid	mid	mid
DO.	0.8	S		800.	84
				800.	85

awal abrow abrow d'fisitit aji lo d'fisitit 86 IV obser vi
d'fisitit leali aji no d'fisitit CV a of beragnoz ne vif'vif'sida aji no
d'fisitit 86 lo vif'vif'sida a galvoda

878 .q .di .lo .Lepidoptera .0 .0 has nohtingob .0 .0
878 .q .di .lo .Lepidoptera .0 .0 has nohtingob .0 .0

Table IX

Amount of Growth in Word Recognition of Easy Words in Grade VI¹

77 Cases	% of Words Known	P.E.%	Diff.	P.E.Diff.	Diff./P.E.Diff.
Pretest	64	.037	23	4.5	5.1
Final Test	87	.026			

In Grade VI, 64 percent of the easy words were known on the pretest as compared to 87 percent on the final test, showing a difference of 23 percent.

Table X

Comparison of Gain in Learning Easy and Difficult Words in Grade VI²

77 Cases	% Gain	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Easy	23	.032	13	4.8	2.7
Difficult	36	.037			

In Grade VI, there was a gain of 23 percent in easy words, as compared to a 36 percent gain in difficult words, showing a difference in gain of 13 percent. The difference is not statistically significant, since the difference divided by its probable error is 2.7.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 272.

²Ibid., p. 274

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Percent Comparison of Selected Easy and Difficult Words

Known on the Pretest from Grades IV, V and VI

The percentages of words known for the easy words was higher on the pretest than that for the difficult words. This shows that the beginning percentage for showing gain on the easy words was higher than the beginning percentage to show gain for the difficult words. Thus it could be assumed that for the easy words, the learning level of the population was nearly reached on the pretest. For the difficult words, the known words percentages was relatively lower, which gave the population a greater range in which to gain before the learning level was reached.

Consequently there was not as wide a range for gain in the easy words as in the difficult words. In any learning situation, as the scores approach the extremely high levels, the opportunity for attaining higher score level decreases. The easy words approached the high score level on the pretest. The difficult words had not approached the high score level on the pretest and therefore had a wider area for gain. When the results of the final test scores are considered in relation to these facts, the rate of learning for these words whether easy or difficult seemingly have the same learning rate.

Since the purpose of this study was to discover if there

is a difference in the number of words learned of two selected groups of words, a comparison of words by means of matched pairs was established. Thirty-one words from the easy words were matched to thirty-one of the difficult words. These thirty-one pairs of words were selected from the combined lists of Grades IV, V and VI. In matching the words, pairs were always selected from the same grade list; that is, an easy word in Grade IV was matched to a difficult word in Grade IV. The basis for the selection of the easy and difficult words for these pairs was the percentage of known words on the pretest. Easy and difficult words were paired as nearly as possible to equal the percentages of words known on the pretest. In matching these words there was no greater difference than six percent, and some words had equal known percentages. To have established a table which would have totaled perfectly matched pairs, the cumulative frequency of the differences should have equaled zero. For the thirty-one pairs selected the cumulative frequency of the differences of known percentages equaled plus 3 percent. The following explanation is given:

betoiles and to bound abies to federal air ai sotocibili a si
 bedoiles to amoy to abow to coelation a , abis to sotocili
 abow gas and work antos sno-qualid . bedallides saw atre
 osof abis sotocili add to sno-qualid of bedoiles are
 aell boundles air work bedoiles saw abis to sileg sno-qualid
 abis sileg , abow air gatmofit cI . IV bns V , VI absof to
 gato de , vi and ;ail abis sotocili air mont haceses , gato
 , VI abis of abis is of filis a of bedoiles saw VI sotocili of bise
 iol abis sotocili bus gas pris to matisles air not siend off
 bedoiles air no sotocili work to sno-qualid and saw abis
 of oldies air gato air berisq air abis sotocili bus gas
 ml . gatoing air no sotocili work to sno-qualid add to sno-
 qualid matisles air gato air abis sotocili work add gatmofit
 of sno-qualid work laupe berisq air mon bus , jatcres xic
 gatoles belated air blouw doles add a bedallides even
 sno-qualid add to sno-qualid evlafatu pris , sileg bedoiles
 bedoiles air sno-qualid air not , gato belalpe air haces
 sno-qualid work to sno-qualid air to sno-qualid evlafatu pris
 taving ai colomique gatmofit air , sno-qualid 3 air haces

Table XI
Percent Comparison of 31 Matched Pairs of Words

Easy Words		Difficult Words	
Pretest	Final Test	Pretest	Final Test
85	98	87	94
65	82	64	83
71	90	71	95
46	89	42	69
69	86	71	92
48	71	51	78
32	86	34	82
34	64	35	78
39	71	36	62
29	77	25	74
55	80	58	88
56	86	55	80
85	87	83	95
72	97	73	86
20	81	22	59
79	97	73	95
49	86	52	88
86	88	86	95
93	98	98	100
86	92	86	92
51	79	49	76
51	68	51	85
41	59	41	66
38	53	34	74
30	59	32	75
61	82	67	90
34	78	27	84
27	61	26	73
42	70	49	74
60	91	53	95
53	87	60	75

J. A. Edgerton and D. G. Peterson, op.cit., p. 276.

Footnote p. 279.

Table XI

Average Combinations to move to new site

Number of moves		Year	
Initial Year	Percent	Initial Year	Percent
56	81	88	88
53	84	88	88
52	81	90	71
50	42	89	49
48	71	88	48
45	71	87	25
43	33	84	49
42	21	83	34
40	21	82	38
39	24	81	22
38	33	80	22
36	38	78	28
35	38	77	38
34	38	76	38
33	38	75	38
32	38	74	38
30	38	73	38
29	38	72	38
28	38	71	38
26	38	70	38
25	38	69	38
24	38	68	38
23	38	67	38
22	38	66	38
20	38	65	38
19	38	64	38
18	38	63	38
17	38	62	38
16	38	61	38
15	38	60	38
14	38	59	38
13	38	58	38
12	38	57	38
11	38	56	38
10	38	55	38
9	38	54	38
8	38	53	38
7	38	52	38
6	38	51	38
5	38	50	38
4	38	49	38
3	38	48	38
2	38	47	38
1	38	46	38
0	38	45	38
100	38	44	38
99	38	43	38
98	38	42	38
97	38	41	38
96	38	40	38
95	38	39	38
94	38	38	38
93	38	37	38
92	38	36	38
91	38	35	38
90	38	34	38
89	38	33	38
88	38	32	38
87	38	31	38
86	38	30	38
85	38	29	38
84	38	28	38
83	38	27	38
82	38	26	38
81	38	25	38
80	38	24	38
79	38	23	38
78	38	22	38
77	38	21	38
76	38	20	38
75	38	19	38
74	38	18	38
73	38	17	38
72	38	16	38
71	38	15	38
70	38	14	38
69	38	13	38
68	38	12	38
67	38	11	38
66	38	10	38
65	38	9	38
64	38	8	38
63	38	7	38
62	38	6	38
61	38	5	38
60	38	4	38
59	38	3	38
58	38	2	38
57	38	1	38
56	38	0	38

Table XII

Total Scores on Pretest and Final Test for Easy
and Difficult Words

31 Words	Possible Score	Total Score	
		Pretest	Final
Easy	2189	1184	1802
Difficult	2189	1168	1751

Table XII shows a total possible score, the total pretest and final score on 31 words for 213 cases, as computed from Table XI.

Table XIII

Comparison of Gain in Learning 31 Easy Words in
Grades IV, V and VI¹
(Computed from Table XI)

213 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Pretest	54	.024	28	3.0	9.3
Final	82	.018			

Table XIII shows that 54 percent of the easy words were known on the pretest as compared to the 82 percent known on the final test. The difference of the pretest and final test shows a 28 percent gain.

¹H. A. Edgerton and D. G. Paterson, op.cit., p. 276.

²Ibid., p. 274.

III X older

young tail just long has slender no scales below
tail on flanks thin

young older	slender	long scales below	abreli
SOFT	RELI	ESRS	YOUNG
SOFT	RELI	ESRS	slender

Young tail soft, scales slimmer below & above. III X older
soft reduction in scales like tail below & no scales below tail on
III X older

III X older

in older eggs it is possible to distinguish
IV due to VI scales
(X older more compact)

III X old	III X old	III X old	III X old	Young to old	old cases
				ESO.	RELI
0.8	0.8	ES		ESO.	RELI
				ELO.	RELI

new skins also add to distinction of tail above III X older
no sexual distinction of add to distinction add to sexual
distinction one adding skin to somewhat old & other adding
skins showing ES & young

ES & young skin to old & young
ES & old skin

Table XIV

Comparison of Gain in Learning 31 Difficult Words in
Grades IV, V and VI¹

213 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Pretest	53	.024	27	3.0	9.0
Final Test	80	.019			

Table XIV shows that 53 percent of the difficult words were known on the pretest as compared to the 80 percent known on the final test. The difference of the pretest and final test shows a 27 percent gain.

Table XV

Comparison of Gain in Learning 31 Difficult and
Easy Words in Grades IV, V and VI²

213 Cases	% Gain	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Easy	28	.021	.01	2.9	.34
Difficult	27	.021			

Table XV shows a 28 percent gain for the easy words, as compared to a 27 percent gain in the difficult words, showing a difference in gain of .01 percent. The difference is not statistically significant, since the difference divided by its probable error is .04.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 275

²Ibid., p. 276.

Item Analysis of the 120 Words

An item analysis is given of the forty words for each grade tested. A list of twenty easy and twenty difficult words is presented at each grade level. The results are shown in percentages. Easy and difficult words are classified separately. The scores shown for each word were obtained from the pretest and final test.

It is interesting to note that on the pretest the percents in Grade IV were considerably lower than those in Grade V or VI. There were twice as many scores of less than sixty in Grade IV than in either of the other grades. However, the final score showed the percent earned for Grade IV was comparable to the others. The results are given in the following tables.

Table XVI shows percent correct for each easy word on the pretest and final test for 71 cases.

abreit osf odi lie singlun medi

men sol abore wotol odi lie asylg di singlun medi na
abore singlun tisera bne gase gñewi to dell / . bedne abore
al modis odi abore off rilevai abore doce de becunatu si
gñeratoe helilatelo odi abore singlun has yas / . segnacu
federig off mori benisido oren bren doce te'i modis zedore off
dod fedig has
ednacig off zedore off no jeso men os guideredai si 31
IV to V aborent modis neri nowol gñerobianco etow VI abor' al
VI modis al zile neri asel to zedore yas se suivi etow zedore
etow lani' off , rewen' , seow' , dedro and te' nolis ni neda
off os ednacig off VI abor' dol hancen zedore off besode
zeldat gñeroflot off ni rewil odi abore off , etow'

Table XVI
Item Analysis for Easy Words
¹
in Grade IV

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
1.	balcony	85	98
2.	faucet	65	82
3.	dent	71	90
6.	baste	46	89
11.	fender	69	86
13.	lens	48	71
14.	lice	32	86
15.	monitor	34	64
16.	nasty	65	86
17.	racket	89	95
18.	tab	39	71
21.	rut	29	77
23.	trash	78	95
25.	trumpeter	83	96
28.	beacon	64	94
29.	carnation	55	80
31.	dike	70	94
35.	doily	56	86
36.	blizzard	92	99
38.	mackerel	84	94

Table XVI shows percent correct for each easy word on the pretest and final test for 77 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 290.

Table XVII
Item Analysis for Difficult Words
in Grade IV¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
4.	boast	71	95
5.	wriggle	73	94
7.	sulky	17	73
8.	spatter	22	92
9.	rummage	64	83
10.	rinse	71	92
12.	puppet	97	99
19.	kimono	35	78
20.	kiln	42	69
22.	jog	55	80
24.	impure	51	78
26.	hysterics	58	88
27.	homespun	87	94
30.	curate	17	49
32.	dilute	25	74
33.	ferocious	55	80
34.	fidget	42	74
37.	froth	42	65
39.	glutton	36	62
40.	gnash	34	82

Table XVII shows percent correct for each difficult word on the pretest and final test for 77 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 291.

Table XXII
Top analysis for difficult words
in VI chart of

Limit	Percent of terms correct	Brow	To .00 test
20	41	poor	.4
25	39	weak	.8
30	13	anxious	.7
35	22	sadness	.8
40	04	surprise	.9
45	17	trouble	10
50	24	bubble	12
55	38	kimono	10
60	38	shyness	20
65	48	joy	22
70	25	surprise	24
75	21	trouble	26
80	28	surprise	28
85	24	gloominess	29
90	24	shyness	30
95	13	shyness	32
100	28	surprise	32
105	22	trouble	32
110	48	joy	34
115	48	trouble	36
120	24	surprise	38
125	28	shyness	38
130	24	surprise	40

Table XXII shows percent correct for each difficult word
in the present and limit test for LA cases.

Table XVIII
Item Analysis for Easy Words
in Grade V¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
1.	beacon	92	98
5.	carnation	85	97
6.	dike	72	97
7.	doily	64	93
10.	haycock	20	81
12.	lilac	79	97
15.	nasturtium	49	86
17.	noose	73	95
18.	porridge	86	88
21.	pottery	73	90
23.	roast	93	98
24.	snip	86	92
25.	triangle	86	88
27.	obtainable	51	79
30.	panther	88	90
31.	ravine	51	68
33.	sexton	66	85
35.	pester	81	90
37.	perspiration	41	59
40.	throttle	66	90

Table XVIII shows percent correct for each easy word on the pretest and final test for 59 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 293.

Table XIX
Item Analysis for Difficult Words
in Grade V¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
2.	wry	24	73
3.	veranda	83	95
4.	rosin	47	83
8.	whir	41	66
9.	viand	22	59
11.	turmoil	52	88
13.	gourd	49	76
14.	gruel	42	86
16.	container	86	95
19.	char	73	86
20.	bluster	34	79
22.	astride	49	61
26.	bumper	98	100
28.	hedgerow	73	95
29.	jaundice	44	73
32.	paraffin	51	85
34.	muskrat	86	92
36.	piteous	25	73
38.	prim	52	73
39.	tether	44	49

Table XIX shows percent correct for each difficult word on the pretest and final test for 59 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 296.

Table XIX

Item Analysis for Difficult Words

in Grade V

Item	Percent of Items Correct	Bogus	Word	No. of Easy Items	
				Correct	Incorrect
39	24		WIA	2	8
38	33		earrings	2	8
37	42		robin	2	8
36	41		skip	2	8
35	33		swing	2	8
34	25		parrot	2	11
33	43		song	2	13
32	45		snail	2	14
31	38		concentrate	2	16
30	43		skipper	2	18
29	34		pincher	2	20
28	48		safri	2	22
27	38		pumber	2	23
26	43		gatherer	2	25
25	44		bandage	2	26
24	21		bearability	2	28
23	38		warmest	2	29
22	25		breaches	2	30
21	44		burn	2	32
20	38		perfumer	2	33
19	25		peach	2	34
18	44		peachy	2	35
17	38		peaches	2	36
16	43		peachy	2	37
15	48		peachy	2	38
14	44		peachy	2	39
13	38		peachy	2	40
12	43		peachy	2	41
11	48		peachy	2	42
10	38		peachy	2	43
9	43		peachy	2	44
8	48		peachy	2	45
7	44		peachy	2	46
6	48		peachy	2	47
5	44		peachy	2	48
4	44		peachy	2	49
3	44		peachy	2	50

Table XIX shows percent correct for each difficult word

in the bogus and legit test for 29 cases.

Table XX
Item Analysis for Easy Words
in Grade VI¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
1.	antics	85	92
2.	brigade	73	88
4.	capsize	80	92
7.	census	34	74
11.	chore	73	96
12.	corduroy	69	96
16.	data	60	75
17.	dormitory	77	92
18.	dramatize	67	90
19.	knuckle	88	91
20.	mackerel	100	97
23.	navigate	83	90
26.	pun	27	84
28.	quartet	90	94
29.	sentry	74	91
31.	skein	49	74
32.	squeal	70	83
35.	throttle	53	95
36.	wicker	32	75
37.	yolk	26	73

Table XX shows percent correct for each easy word on the pretest and final test for 77 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 298.

Table XXI
Item Analysis for Difficult Words
¹
in Grade VI

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
3.	windlass	60	91
5.	verdant	39	78
6.	census	34	78
8.	niche	53	87
9.	ludicrous	45	66
10.	kine	18	80
13.	gusty	38	83
14.	hexagon	45	73
15.	globule	42	70
21.	gauntlet	30	65
22.	flange	23	66
24.	exaltation	27	62
25.	discordant	27	61
27.	citadel	34	73
30.	cockle	34	78
33.	bauble	10	62
34.	barbecue	61	82
38.	accentuate	40	69
39.	alacrity	30	59
40.	audacious	38	53

Table XXI shows percent correct for each difficult word on the pretest and final test for 77 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 296.

26

4. The total data showed a larger gain for difficult words. When words were matched for scores on the pretest, the difference was slight, but the gain was in favor of the easy words.

CHAPTER IV SUMMARY AND CONCLUSIONS

The purpose of the study was to compare the learning of easy and difficult words in Grades IV, V, and VI. Forty words were selected for each grade from the Durrell-Sullivan¹ List and were checked for placement on the Buckingham-Dolch² and Thorndike³ Word Lists.

These words were given to 231 children in Grades IV, V, and VI in a community near Boston. Four teaching periods followed the test and then the test was prepared. The scores on the two tests were compared.

Conclusions:

1. The percentage of easy words correct on the pretest for Grades IV, V, and VI was 63, 70, and 64 respectively.
2. The percentage in difficult words correct was 43, 60, and 36 for Grades IV, V, and VI.
3. The final test showed significant gains in both groups of words.

¹Durrell-Sullivan, op. cit.

²Buckingham-Dolch, op. cit.

³Thorndike, op. cit.

4. The total data showed a larger gain for difficult words. When words were matched for scores on the pretest, the difference was slight; the greatest gain was in favor of the easy words.

Suggestions for Further Research

1. Repeat the experiment, selecting a population whose mental maturity range is between 70 to 105.
2. Repeat the experiment but limit the selection of words only to certain levels of the Thorndike thousands.
3. Select adjectives from the Durrell-Sullivan sixth-grade list; by experimental procedure through connotation, plan to determine whether there is a degree of abstractness as compared to the number of associations made.
4. Use Roget's (Thesaurus) eight classifications of abstract words as a criterion for selecting 70 words from the Durrell-Sullivan sixth-grade word list; conduct an experiment to determine whether there is a learning rate to a significant degree, of the eight different classifications.

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APPENDIX

.04

referred yesternight "about two o'clock". J. O. B. member
NSA-CRI:IL (NSA) referred

Loaned yesterday off of unmarked address, brown, L, addressed
to yours off no yester. Enclosed, apparently British-
made bomb which looked like it just exploded
.50 cal, aircraft machine gun

Addressed, heavier, good dark address L, R. L. either off
.50 cal or similar size gun

EXPERIMENTAL
PROCEDURE

1. Test words.

2. Stories for the test.

Each test word, which includes period and punctuation, will be presented to the subject twice. The word will be read orally one time. The subject will then have ten seconds to read orally one time. If the subject fails to read the word correctly and then reads the word, the subject will have seven seconds to read. If the subject fails again, the subject will have three seconds to read. The subject may repeat the word if the subject fails to read it.

Procedure for reading the stories:

1. Give the subject 10 test words and two reading practice words.
2. Test with reading period of 10 seconds.
3. Read the words in the stories, and one period at the beginning. This will make short reading periods for the story words to be repeated.
4. Story is read in sections.
5. The 10 test words are read in the stories and the subject is asked to read them again.

APPENDIX

1. The subject can read. The subject can read the words in the stories. The subject can read with the words in the stories.

2. The subject can read. The subject can read the words in the stories.

After the first words have been tested, the final test is given.

1. Reading of the words for the experiment.
2. Reading of the words one week before the first test day.
3. Reading of the words one week after the first test day.
4. Reading of the words one month after the first test day.
5. Reading of the words one year after the first test day.
6. Reading of the words one year after the second test day.
7. Reading of the words one year after the third test day.
8. Reading of the words one year after the fourth test day.
9. Reading of the words one year after the fifth test day.
10. Reading of the words one year after the sixth test day.

GENERAL OUTLINE
for the experiment

1. TEST (do not score)

2. Words in the test

Teach ten words each teaching period until all forty words have been presented. Each word is taught only one time. A procedure is given here for teaching each word. It is necessary for two facts to be kept in mind when teaching the words, the amount of time for each teaching period, and the number of words taught each period. The definitions and sentences sent with the experiment are to be used.

3. Procedure for teaching the words:

1. Give the pretest, (One week before the first teaching period).
2. Limit each teaching period to 12 minutes
3. Teach one period in the morning and one period in the afternoon. This will take four teaching periods for the forty words to be taught.
4. Steps to use in teaching.
 - a. The flashcard is held so the class can see it. The teacher pronounces the word then puts the card to one side.
 - b. The word is then defined. The definitions controlling the experiment are sent with the experimental material.
 - c. Use the word in a sentence. The sentence is included.

4. Test

After the forty words have been taught, the final test is to be given.

5. Outline of the six steps for the experiment.

1. Test (one morning); One week before the first teaching period.
2. Teach (in the afternoon) first ten words
3. Teach (the next morning) second ten words
4. Teach (in the afternoon) third ten words
5. Teach (in the morning) last ten words
6. Test (final step in the experiment)

Fourth Grade Vocabulary Definitions

Present the words as given here. Please follow the list as numbered. Present ten(10) words each teaching period. Try, if possible to stay within the 12 minute teaching period, given for each teaching period.

The procedure is: flashcard, definitions, sentence. The sentence is to correspond with the definition that is starred. Complete explanations for procedure is given with the general outline.

Give all definitions for each word, BUT only ONE SENTENCE.

1. gnash:

- to bring the teeth together sharply
- * to grind the teeth

2. wriggle:

- to squirm
- * to move by twisting and turning

3. sulky:

- moody, sullen, unsociable
- * a two wheel cart use for racing

4. rummage:

- to look for
- * try to find
- to ransack

5. puppet:

- a small image moved by wires or strings
- * a doll acting on a tiny stage, there are strings attached to the arms

6. kimono:

- * a loose outer robe like a housecoat
- something like a dressing gown

7. jog:

- * to push lightly
- to nudge

8. Homespun:

- * material woven at home on a loom
- coarse cloth woven at home

9. Impure:

- unwholesome, mixed with a foreign substance
- * it might make you ill because it is dirty

10. glutton:

- * a person with a greedy appetite
- a wolf of North America
- a fur bearing animal of Europe and Asia

11. froth:
* a mass of bubbles formed on the surface
like soap bubbles or cake frosting
12. fidget:
move about uneasily
* nervous, restless
13. blizzard:
* a very cold period of weather
a snowstorm
14. dike
* a trench for draining water
an embankment thrown up as a protection against water
15. carnation:
a light rose pink
the edges of a flower indented like a coronet
* a flower belonging to the geranium family
16. tab:
a loop for pulling or lifting
* a tag attached to the edge of something
17. racket:
* noisy talk or play
a network bat used in tennis
a broad wooden shoe used by men or horses in walking over snow
18. nasty:
* so dirty it is not pleasant
something that is not clean
19. lens:
* curved pieces of glass used in glasses, telescopes, opera glasses
20. fender:
* any frame placed in front of an object for protection
an iron device placed in front of a locomotive
a low metal screen in front of a fireplace
21. lice:
* an insect that lives on plants or animals
22. faucet:
* for drawing liquids
a short pipe with a valve
a device at the end of a pipe
23. rinse:
to remove soap by dipping an article in clear water
* to wash in clean, soapless water

1.58 *snorritilu vrisir buv obvco nrooet* :distr. 15
 edalrua eft no hennot seidduo fo nass e *
 unifort also no seidduo qasq exif *

1.59 *vliedraa buvfo avop* :distr. 15
 seidduo buvres *

1.60 *centres fo boimoo blos vras e* *
 unidewora e *

1.61 *reder gahlietb rot dohets* *
 reder deneva noisecora e et cu amordt tundoradas pe *

1.62 *anig seot trvif e* :distr. 15
 denicr e wif berantat renof e fo egsbe edd
 vliedr arhates eft et unidewora renof e *

1.63 *gahlietb ro haliing rot goaf e* :distr. 15
 pnidewos fo egsbe eft et hedderas yet e *

1.64 *gahlietb ro haliing rot goaf e* :distr. 15
 signes ni beav tqd knowtha e
 ni sendet fo ben ve henn egsbe nrooet lebed e
 wona revo unifew

1.65 *transfle doc et ti vrtib e* *
 usefle doc et jadz unidewos *

1.66 *seppasfit ussase ni henn astle fo egsbe henvio* *
 ussase fitreco :ansl. 15

1.67 *holycedora rot jaetoo ne fo dneit at leboklo smet vne* *
 erisomeaf e fo jaet ni hennlo solvet roti ne
 solgesrit e fo dneit at hennlo lajem roti e *

1.68 *edelina ro astle fo egsbe jadz ussani ne* *
 edelina ro astle fo egsbe jadz ussani ne *

1.69 *ebippif univers rot* :recast. 15
 evley e dale sciq diode e
 sciq e fo hne eft ja solvet e

1.70 *xadew tsolo ni eliptis ne unidewob qasq svoset of* :recast. 15
 reder ussase ussalo ni dene of *

24. boast:
* to brag
a great deal of pride
25. spatter:
* splashing liquid upon
soil by throwing a wet substance on a surface
26. hysterics:
a spell of uncontrolled crying or laughing
emotional, continuous crying or laughing
27. curate:
* one who is appointed to help a clergyman
to work as an assistant to a minister
28. ferocious:
* will harm you
cruel, savage
29. dilute:
* to weaken by mixing with water or liquid
30. kiln:
* furnace or oven for baking or drying
31. mackerel:
a sky covered with white flicks of clouds
* a fish found in schools in North Atlantic Ocean
32. trash:
* anything useless or worthless
rubbish
a leash for restraining a dog
33. doily:
* a small cloth mat
the name of a man who invented fabric
two hundred years ago
34. beacon:
* a light to point the way
any guiding light
35. trumpeter:
* to blow a horn
a large bird in South America
a food fish found near Australia
36. rut:
* a groove or imprint made by a car, wagon or bicycle
a fixed habit

37. monitor:

- * a pupil elected to help in a classroom
- a warning
- one who warns or advises

38. dent:

- a small notch or hollow
- * to hit something hard and make a depression
- an indentation

39. baste:

- * to put hot grease or liquid on meat
while it is cooking
- to sew loosely to hold something in place

40. balcony:

- * a floor built out from a wall
- the upper floors of a theatre used for
seating people

:monin .75

mooreaslo s nt qld of betoile liquo s _____
pridew s _____
sessivbs ro amw odw sno _____

:gant .82

wollen to dotoz lisme s _____
noassesed s exem bns bns guidemos rid ot _____
noitatemai ne _____

:stard .82

tsen no biocil to essery tod tuq of _____
gntocco et ti elidw
esiq at guidemos blos of yleecol wee of _____

:ycoed .04

llew s mot two fild root s _____
not been extsent s to stooli reque edt
elqeq gaitses

Fifth Grade Vocabulary Definitions

Present the word as given here. Please follow the list as numbered. Present 10 words each teaching period. The procedure is: flashcard, definitions, and sentence.

Use only the definitions given here.

The sentence is original. The teacher gives the sentence that corresponds with the definition that is starred.

1. piteous:

- * exciting sorrow or sympathy
- _____ mournful, sad

2. pester:

- * to annoy
- _____ to irritate

3. paraffin:

- * a tasteless, odorless wax made from distillation of wood, coal or peat

4. tether:

- * an animal tied with a rope or chain so that it can graze within certain limits

5. carnation:

- _____ a light rose pink
- _____ the edges of a flower indented like a coronet

6. hedgerow:

- * bushes, trees, foliage planted in a fence like position

7. turmoil:

- * disturbance
- _____ agitation

8. gruel:

- * made by boiling meal or flour in water or milk

9. gourd:

- * a vine like plant that produces a fruit

10. viand:

- * when you buy groceries
- _____ food

11. container:

- * something to put things in
- _____ like an ice cream container

12. char:

- _____ work by the day
- * burn or reduce
- _____ burn partially

13. throttle:

- _____ a valve to control supply
* to strangle or choke by pressure

14. muskrat:

- _____ a small water animal
* a fur bearing animal found in cold climates,
that lives in the water

15. sexton:

- _____ a kind of beetle
* an under official, of a church

16. snip:

- * to make a quick cut
_____ a single cut with the scissors

17. pottery:

- _____ to bake clay dishes
* where drying and baking of clay dishes is done
_____ a kind of heavy earthen ware

18. porridge:

- * a thin like gravy made by boiling oatmeal in water
_____ a thin soup made from boiling meat in water

19. nasturtium:

- _____ an herb or plant that belongs to the geranium
family
* a flower that has various orange and yellow flowers

20. haycock:

- * dried grass piled in heaps in a field

21. lilac:

- _____ a pinkish purple color
* a shrub that has beautiful bunches flowers

22. prim:

- * to make or cause to be precise or formally neat

23. rosin:

- _____ a substance used on violin strings
* an amber residue made from the oil of turpentine

24. astride:

- _____ riding a horse western fashion
* astraddle

25. bluster:

- * a gale or swift blowing of wind
_____ windy, snowy weather

26. bumper:

- _____ something that bumps, a thump
* a buffer on a railroad car or automobile

27. whir:
____ to fly
* move with a buzzing sound
28. veranda:
____ an open balcony attached to the outside of a house
29. triangular:
* having three sides
____ a musical instrument
30. perspiration:
* a fluid secreted by the sweat glands
31. obtainable:
____ to be established in use
* gain by effort
32. ravine:
* a deep ditch worn in the earth
____ something like a gorge
33. panther:
____ an animal
* a wild animal of the cat family
34. roast:
* to bake or to cook in the oven
35. noose:
* a piece of rope tied in such a way as to permit the loop to be larger
____ a rope that has been made into a loop
36. jaundice:
* a condition characterized by yellowness of the eyes, skin
____ a mental condition such as jealousy
37. wry:
* distorted or twisted
38. dike:
* a trench for draining water
____ an embankment thrown up as a protection against water
39. beacon:
* a light to point the way
____ any guiding light
40. doily:
* a small cloth mat
____ name of a man who invented a fabric two hundred years ago

1700 75

VII at

Barre painted a little green

1700 75

used a 10 chisel set of bedrock tools and mauls

1700 75

shovel and maul *

the current Icicle is

1700 75

shovel does not do better still *

1700 75

use of bedrock set at

not so good

1700 75

dike set is now used each *

shovel is still preferred

1700 75

Icicle is

almost too wet to use the

1700 75

shovel not good at all

1700 75

at about 8 does not seem to work *

described at cool and fine

cool & dry does not seem to work *

1700 75

to screen off by bedrock set is *

size large not

too fast as does not work Icicle is

1700 75

bedrock to break down *

1700 75

yellow ochre not done at all *

bedrock set up around mauls do

better though

1700 75

you set twice or three at all *

digging nothing yes

1700 75

for stone flake set *

not much of benefit one can't do much

one away because

Sixth Grade Vocabulary Definitions

Present the words as given here. Please follow the list as numbered. Present 10 words each teaching period. The procedure is: flashcard, definitions, sentence. Definite instructions are given with the general outline.

Use only the definitions given here.

The sentence is original. Use a sentence that illustrates the definition starred.

1. windlass:

* a machine for pulling or lifting loads

2. tension:

* the state of being stretched

the act of straining

a condition of strained relations

3. niche:

* like a doorway or booth for a statue or ornament

a small place in the wall built for a statue

4. kine:

formed like oxen

* plural for cows

5. hexagon:

* apolygon having six angles and six sides

6. flange:

* a ridge or collar for strengthening

7. globula:

* a small round object

8. discordant:

out of harmony

inharmonious

* clashing

9. gauntlet:

a former military method of punishment

* a glove that covers the wrists

10. cockle:

a plant that grows as weeds among grain

an oyster, snail or cuttlefish

11. citadel:

a fortification

the heavily protected central structure on a ship of war

12. audacious:

- * spirited: of persons or deeds
- imprudent, presumptuous
- insolent

13. wicker:

- * pliant twig
- made from willow trees limb

14. squeal:

- * a high pitched squeak
- to tell
- a prolonged cry

15. skein:

- a flock of wild geese
- * an amount of yarn

16. navigate:

- * to steer or direct a ship

17. knuckle:

- * a joint
- like the joints of your fingers

18. dramatize:

- to write in the form of a play
- * to act

19. data:

- * collected facts
- information pertaining to statistics

20. chore:

- a char
- * work that is humdrum

21. brigade:

- * a subdivision of an army
- an organized body acting under authority

22. gusty:

- * characterized by sudden blasts of wind

23. verdant:

- inexperienced
- * green foliage

24. ludicrous:

- * something droll or funny
- causing mirth
- from a latin word meaning a stage play

25. throttle:
____ a valve to control supply
* ____ to strangle or choke by pressure

26. barbecue:
* ____ the carcass of an ox, pig, roasted whole
____ an out-of-door feast at which animals are
roasted whole

27. alacrity:
* ____ activity, usually joyous
____ with cheerful expectation

28. capsized:
* ____ to upset as a boat
____ to turnover

29. census:
* ____ an enrolling of the people and a valuation
____ an official count

30. corduroy:
* ____ heavy corded velvet cloth
____ a road made by logs

31. dormitory:
* ____ something like a hotel, a place for sleeping
____ a dwelling on the campus of Universities or College

32. pun:
____ a play on words
* ____ to quibble or express one's self with a unique
expression

33. quartet:
* ____ any group of four things

34. sentry:
____ to watch
____ a watchtower
* ____ watch, as kept by a sentinel

35. exaltation:
* ____ a state of great dignity
____ spiritually uplifted
____ a feeling of pride

36. yolk:
* ____ the yellow portion of an egg

5.00

solidarized (reduced) share 40%

destroyed 1.25

Volume formulae of effect in
excessive w² added to volume of

consumed 1.25

velocity between w² w² to consume w²
the volume added to result w² w² is
w² between

solidarized 1.25

superior volume activities 1.
solidarized 1.25

consumed 1.25

food is to excess of
consumed of

consumed 1.25

not consider a bus alleged w² to w² w² is
station traffic is

consumed 1.25

radio review habitat w²
w² to consumer is

consumed 1.25

uniques not w² a laid a w² guidance
w² to environment to agreed w² w² w²

consumed 1.25

abuse no w² a
options a w² w² a and exercise no following of
admissions

consumed 1.25

equally true to excess w²

consumed 1.25

notes of
consumed
solidarized w² does an action

consumed 1.25

quintile reason to excess
habitat guidance
being to guided a

consumed 1.25

w² w² to habitat valley w²

37. bauble:

- * anything showy but without value, like costume jewelry
- formerly a staff carried by a court jester

38. mackerel:

- a sky covered with white flicks of clouds
- * a certain kind of fish found in North Atlantic Ocean

39. antics:

- * a funny trick
- as a clown behaves

40. accentuate:

- to pronounce or mark with special stress
- to make conspicuous

estudo esili susav fundim eud ywone phidysa *
yjleset
refasj davos e ye beirraso tieje a ykremys

: letasam 85
abolo lo sotif etinu etiu barvoc ylo e
etiasita sitzni ni unor dell lo hnti misitro e
noco

: letas - 88
yjleset yunut e
esvaled abolo e ex

: letasam 89
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Fourth Grade Sentences

Please use these sentences with the definition study. Do not make an original sentence.

1. gnash: A mad dog will gnash his teeth.
2. wriggle: Did you ever watch an eel wriggle?
3. sulky: The man rode in the two wheeled sulky.
4. rummage: I will rummage around for it.
5. puppet: The puppet danced on strings.
6. kimono: I wear my kimono in the morning.
7. jog: Give the bicycle a jog.
8. homespun: The homespun material was made on a loom.
9. impure: Impure water has germs.
10. glutton: He ate like a glutton.
11. froth: The horse had froth on his mouth.
12. fidget: He will fidget even when I tell him to be still.
13. blizzard: The blizzard brought snow, and sleet.
14. dike: A ditch is sometimes called a dike.
15. carnation: On Mother's Day buy a carnation.
16. tab: Hang the coat by the tab.
17. racket: A racket will disturb the class.
18. nasty: Harmful germs are nasty.
19. lens: You have lens in your glasses.
20. fender: The fender on the car was bent.
21. lice: The lice made the dog sick.
22. faucet: Turn the faucet, the water is running!
23. rinse: Rinse the skirt in clear water.
24. boast: He liked to boast about himself.
25. spatter: The car might spatter water on your coat.

26. curate: The curate helps the minister.
27. ferocious: The black panther is ferocious.
28. dilute: Dilute the paint with turpentine.
29. kiln: A kiln looks like a brick stove.
30. mackerel: A school of mackerel lives in cool water.
31. trash: Put the trash in the waste basket.
32. doily: The lace doily was on the table.
33. beacon: The beacon flashed a warning.
34. trumpeter: The trumpeter blew taps.
35. rut: The car is stuck in the rut.
36. monitor: He was monitor for his row.
37. dent: You can make a dent with a hammer.
38. baste: If you baste the meat it will be better.
39. balcony: From the balcony you can see the parade.
40. hysterics: The frightened woman had hysterics.

<u>retaining</u> <u>at</u> <u>coles</u> <u>stetuo</u> <u>atT</u>	<u>retenuo</u>	.02
<u>suphoes</u> <u>at</u> <u>rednes</u> <u>soald</u> <u>atT</u>	<u>suphoest</u>	.02
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<u>chasing</u> <u>atT</u> <u>ew</u> <u>nao</u> <u>woy</u> <u>yaoolsd</u> <u>atT</u> <u>wont</u>	<u>yaoolsd</u>	.02
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Fifth Grade Sentences

Please use these sentences with the definition study. Do not make an original sentence.

1. piteous: We heard the piteous cry of the dog in the box at the railroad station.
2. pester: Do not pester the child while he studies.
3. paraffin: We sealed the jelly with paraffin.
4. tether: Tether the horse to the post so he can graze.
5. hedgerow: The pine tree hedgerow served as a windbrake.
6. turmoil: It is strange to find turmoil in the quiet reading room.
7. gruel: The cook made the gruel with meal and hot water.
8. gourd: The gourd is related to the melon and pumpkin.
9. viand: When you buy groceries you have bought viands.
10. container: The clerk put the ice cream in a container.
11. char: Extreme heat will char wood.
12. throttle: The engineer will throttle the machine so it will start in a hurry.
13. muskrat: The beautiful coat was made from muskrat pelts.
14. sexton: The sexton cared for the church buildings.
15. pottery: The pottery was baked in the oven.
16. snip: Use the scissors to snip the paper in small bits.
17. porridge: Many people in Europe eat porridge.
18. nasturtium: The stem of the nasturtium is sometimes used in salads.
19. haycock: The small heaps of grass in the fields are haycocks.
20. lilac: The lilac is a member of the olive family.
21. prim: The prim severness of the school master was told in the story.
22. rosin: Rosin is rubbed on skis.
23. astride: Boys ride astride a horse.

24. bluster: The bluster of wind brought rain.
25. bumper: The bumper on the car protects it from damage.
26. whir: The whir of the pigeons wings could be heard.
27. veranda: During the warm evenings the family gathered on the veranda.
28. triangular: The triangular shaped pyramid is found in Egypt.
29. perspiration: Perspiration is one way of eliminating waste.
30. obtainable: Many things were not obtainable during the war.
31. ravine: Bad Man's Gulch is a ravine.
32. panther: The black panther is a dangerous wild animal.
33. roast: The natives in the south seas like to eat roast pig.
34. noose: The cowboy fastened the noose on the calf's leg.
35. jaundice: The doctor told the sick man he had jaundice.
36. wry: The injured man made a wry face.
37. dike: In Holland a ditch is sometimes called a dike.
38. beacon: The plane followed the beacon light.
39. doily: A doily may be made of beautiful lace.
40. carnation: Buy your mother a carnation on Mother's Day.

Sixth Grade Sentences to use with the Definition
Study

Please use these sentences with the definition study. Do not make an original sentence.

1. Windlass: Sailors use a windlass to load the ship.
2. tension: The rubber band snapped from tension.
3. niche: Aladdin found the lamp in the niche.
4. kine: A herd of cows may be called kine.
5. hexagon: The six sided pyramids are hexagons.
6. flange: Around the rim of the wheel was a flange.
7. globule: There are globules of fat in cream.
8. discordant: A bang on the piano is discordant.
9. gauntlet: An archer wears a gauntlet.
10. cockle: Off the coast of Florida are beds of cockle.
11. citadel: When the people heard the soldiers coming they rushed to the citadel.
12. audacious: Cortez was audacious and adventuresome.
13. wicker: This bending willow will make good wicker.
14. squeal: The squeal of the pig could be heard across the farmyard.
15. skein: A skein of yarn was needed for the sweater.
16. navigate: The captain knew how to navigate the boat.
17. knuckle: The knuckle on his finger was bruised.
18. dramatize: We will dramatize this story.
19. data: The data was listed in the books.
20. chore: Copying the exercise was a chore.
21. brigade: The brigade marched down the road.
22. gusty: The gusty air stirred up the dust.
23. verdant: The verdant ferns grew on the hillside.
24. ludicrous: The behavior of the clown was ludicrous.

Sixth Grade Sentences to use with the Definition
Study

pg. 2.

25. throttle: The engineer will throttle the machine so it will start in a hurry.
26. barbecue: In the midwest they like barbecues.
27. alacrity: He started his work with alacrity.
28. capsize: A sail boat will capsize.
29. census: Every ten years a census is taken.
30. corduroy: The jacket was made of corduroy.
31. dormitory: The large dormitory was on the campus.
32. pun: A pun is a form of humor.
33. quartet: Four friends make a quartet.
34. sentry: The Indian on the hill was a sentry.
35. exaltation: The president holds a position of exaltation.
36. yolk: The yolk of an egg is high in protein.
37. bauble: Cheap jewelry is a bauble.
38. mackerel: A school of mackerel can be found in cool water.
39. antics: The trained dog was taught antics.
40. accentuate: Accentuate your good qualities.

4th Grade
Vocabulary Test

Name _____ School _____ Score _____

Directions:

There are four words after each definition. Draw a line under the word you think best for the definition. Do not hurry, you are not being timed.

- | | | | | |
|--|---------|----------|----------|---------|
| 1. a platform projecting from the side of a building: | ballast | balcony | balata | balaam |
| 2. for drawing water from a cask: | faucet | fARRIER | factor | fACTION |
| 3. made by a blow on a smooth surface: | dense | denim | denial | dent |
| 4. to speak too proudly: | boast | boat | board | boar |
| 5. to move to and fro: | wRINGER | wRING | wRINKLE | wRIGGLE |
| 6. to put butter or fat on roasting meat: | batch | bastion | baste | bast |
| 7. a light two-wheeled carriage: | sulky | sultry | sULLY | sULTAN |
| 8. to sprinkle around: | spavin | spatter | spatial | spasm |
| 9. to search carefully: | rumble | rummy | rummAGE | rumple |
| 10. to wash lightly in clear water: | riser | riot | rink | rinse |
| 11. a guard, used to protect a wheel: | ferry | fester | fervor | fender |
| 12. a doll that moves by pulling strings: | puppet | purple | puncture | puppy |
| 13. glass used for changing the direction of light rays: | lenity | lent | lens | lentil |
| 14. small, wingless, flat insects: | lour | lout | lichen | lice |
| 15. chosen for certain duties in school: | monocle | monitor | monitor | mongrel |
| 16. something dirty, it is not clean: | native | nasty | natal | natty |
| 17. a noise: | radial | racket | radiate | radiant |
| 18. a small flap: | tap | tee | tab | tat |
| 19. a loose robe: | kindred | kilogram | kimono | kinchob |
| 20. a stove used for drying clay: | kiln | kilo | kine | kind |
| 21. a track worn by travel: | rust | rut | russet | ruse |
| 22. a slight shake: | jot | Job | jog | joy |
| 23. to be thrown away: | tread | trawl | trash | trait |
| 24. not clean, but dirty: | impute | impure | improve | imprint |

25. a person that blows a musical horn:	trumpery	trumpeter	truffle	truant
26. laughing or crying too much:	hymnal	hyssop	hyphen	hysterics
27. a cloth made of yarn spun at home:	homeward	homespun	homage	homelike
28. a signal by light:	beaker	bearer	beard	beacon
29. a flower:	carmine	carnation	carillon	carnelian
30. the priest's or clergyman's helper:	curator	curlew	curate	currant
31. a ditch for water:	diet	dingy	dint	dike
32. to make thinner:	digress	dilute	diffuse	dilate
33. fierce enough to hurt something:	ferment	feverish	ferocious	feminine
34. to move your body or hands:	festal	fettle	fillet	fidget
35. a small piece of linen:	doily	dory	dogie	doff
36. a storm of wind or snow:	blaze	blizzard	blatant	blazer
37. to foam:	frock	froth	frost	frond
38. a fish:	macaw	machinist	mackerel	machete
39. one that eats too much:	glutton	gluten	goggle	glower
40. to strike or grind the teeth together:	gnash	gnaw	gnarl	goaf

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5th Grade
Vocabulary Test

Name _____ School _____ Score _____

Directions: There are four words after each definition. Draw a line under the word you think best for the definition. Do not hurry, you are not being timed.

1. a signal or guiding light:	beacon	bacon	beckon	beaten
2. made by twisting the features:	wry	wroth	writ	wot
3. a porch:	veracity	verdant	verdict	veranda
4. a brownish substance made from turpentine:	rivulet	rover	rosin	rubric
5. a flower:	carmine	carnation	carillon	carnelian
6. a ditch for water:	diet	dingy	dint	dike
7. a small cloth mat:	dingo	dimity	doily	dingy
8. to move with a whizzing sound:	whirl	whisk	whip	whir
9. an article of food:	viand	vial	vertex	viaticum
10. a coneshaped pile of hay heaped up in a field:	hayrick	haymow	haycock	hayloft
11. with confusion or trouble:	turmoil	tumeric	tureen	turbot
12. a bush with large clusters of flowers:	lintel	linden	lilac	lichen
13. the fruit of a vine:	gouge	gout	gourd	goulash
14. a thin porridge:	grove	grunt	gross	gruel
15. an herb with roundish leaves:	nauseate	nativity	narwhal	nasturtium
16. a vessel for holding things:	contemn	contour	contrive	container
17. a loop with a running knot:	noose	nook	norm	nose
18. a broth made by boiling beans or meal:	porringer	porridge	porpoise	porous
19. to burn to a cinder:	chaps	chart	char	chasm
20. to blow violently:	bluster	blunder	bluish	blush
21. a place where earthen dishes are made:	pottage	potpourri	pottery	putter
22. with one leg on each side of something:	astray	astride	astir	astern
23. to cook something by open fire:	robot	roast	rive	roach
24. to cut or take off quickly:	snipe	sniff	snivel	snip

5th Grade
Vocabulary Test

page 2

25. having three angles, sides or corners:	tributary	tribunal	trepidation	triangle
26. on a car to prevent shock:	bumper	bumpkin	bumptious	bullion
27. to gain possession of:	obviate	obsidian	obtainable	obviously
28. a row of shrubs or trees:	hedaz	hedgerow	haddle	hedgehog
29. a disease:	jasper	jaunty	jejune	jaundice
30. an animal, the American cougar:	pantheon	pantomine	panther	papacy
31. a gully or deep ditch:	raven	ravine	ravel	realty
32. a colorless wax:	parapet	paragon	paraffin	pariah
33. an official in a church:	sextant	sextet	sextette	sexton
34. a water rat:	musketry	musket	musketeer	muskrat
35. to bother greatly:	petrol	pester	petitie	pestle
36. having sympathy for:	pitiless	pittance	pithy	piteous
37. to sweat:	perspective perspicacious persuasion			
	perspiration			
38. very particular or careful:	prig	primal	prim	pries
39. a rope fastening an animal but permitting it to eat:	tertian	testator	tetanus	tether
40. to stop:	throstle	throttle	thresher	thrum

6th Grade
Vocabulary Test

Name _____

School _____

Score _____

Directions:

There are four words after each definition. Draw a line under the word you think best for the definition. Do not hurry, you are not being timed.

1. a playful movement:	anther	anti	anthrax	antics
2. a body of troops:	brigand	brisket	brigade	bristle
3. a winch used on ships for hoisting:	windrow	windlass	windward	windfall
4. to upset or overturn:	capsule	caption	capsize	captious
5. green as fresh grass:	verbose	verdant	verdure	vermeil
6. the act of stretching:	tetanus	tertian	tension	terret
7. the act of numbering:	censer	censor	censure	census
8. a hollow recess in a wall:	nictety	niche	nil	niter
9. laughable or comical:	lucre	ludicrous	luminous	lucrative
10. cattle, or cows:	kindle	kilt	kilter	kine
11. a small task or odd job:	chord	choir	chore	chortle
12. a heavy velvetlike cloth with raised lines:	cordon	coreopsis	coracle	corduroy
13. a violent blast:	gusty	gusset	gusto	gyrate
14. a figure that has six angles and six sides:	hexameter	hew	heterodox	hexagon
15. a small globe-shaped particle:	globule	glucose	goblet	goblin
16. facts and information:	dato	data	dawt	datura
17. a number of sleeping rooms:	dotterel	dominion	dormitory	dorsal
18. to present or tell:	dramatize	dragoon	drachma	dromedary
19. the rounded lump formed by the end of two bones:	kertle	kiosk	knuckle	kismet
20. an important food fish:	macron	machete	macadam	mackerel
21. a long stout glove:	gargoyle	garland	gannet	gauntlet
22. a rim, used to make something stronger:	flank	flange	flame	flake

6th Grade
Vocabulary Test

page 2

23. to sail over:	nebulous	nautilus	nauseate	navigate
24. to raise in dignity:	exaltation	exactitude	evolution	exasperate
25. lack of agreement:	discordant	discourage	discredit	discompose
26. a form of jesting:	puma	pule	pun	puny
27. a fortress:	cirrus	cistern	citation	citadel
28. a group of four singers:	quartz	quarto	quartet	quasi
29. a guard:	sentry	sepal	sequin	septic
30. an edible shellfish:	cockle	coddle	cohere	coeval
31. a quantity of yarn:	skew	skim	skein	skiff
32. a sharp, shrill cry:	squeak	squall	squeal	squab
33. a trifling piece of finery:	bauxite	batiste	bauble	batten
34. a large animal cooked whole:	barberry	baritone	barbecue	barnacle
35. to choke:	throttle	thrastle	throe	thrall
36. a flexible twig:	wicket	wicker	wicked	wight
37. part of an egg:	yokel	yoke	yolk	yore
38. to bring out distinctly:	accession	acceptation	accentuate	accessary
39. a cheerful readiness:	alarum	alacrity	alack	alaric
40. daring or bold:	auditor	audible	audacious	aurevior

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